

Whittaker Elementary

790 Whittaker Parkway
Orangeburg, South Carolina 29115

Grades	PK-5 Elementary School	
Enrollment	588 Students	
Principal	Dr. Bettie W. Hicks	803-534-6559
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Dr. Kalu Kalu	803-534-5454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	9	26	85	33

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes
2006	Below Average	Unsatisfactory	Yes

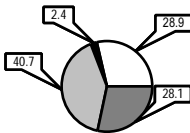
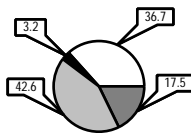
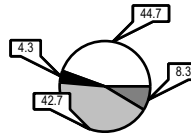
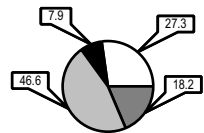
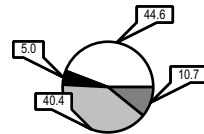
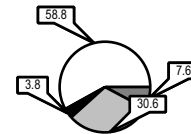
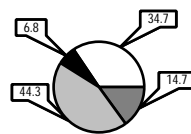
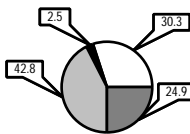
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	267	99.6	28.6	40.9	28.2	2.4	39.7	Yes	Yes
Gender									
Male	145	100.0	33.1	41.2	25.0	0.7	37.5	N/A	N/A
Female	122	99.2	23.3	40.5	31.9	4.3	42.2	N/A	N/A
Racial/Ethnic Group									
White	11	100.0	40.0	50.0	0.0	10.0	30.0	I/S	I/S
African American	254	99.6	27.5	40.8	29.6	2.1	40.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	226	100.0	19.2	44.9	33.2	2.8	45.8	N/A	N/A
Disabled	41	97.6	81.6	18.4	0.0	0.0	5.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	267	99.6	28.6	40.9	28.2	2.4	39.7	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	99.6	28.0	41.2	28.4	2.4	40.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	230	100.0	30.3	41.7	26.1	1.8	38.1	Yes	Yes
Full-pay meals	36	97.2	17.6	35.3	41.2	5.9	50.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	267	100.0	36.8	42.3	17.4	3.6	34.8	Yes	Yes
Gender									
Male	145	100.0	41.2	39.0	17.6	2.2	31.6	N/A	N/A
Female	122	100.0	31.6	46.2	17.1	5.1	38.5	N/A	N/A
Racial/Ethnic Group									
White	11	100.0	50.0	30.0	20.0	0.0	40.0	I/S	I/S
African American	254	100.0	36.1	42.7	17.4	3.7	34.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	226	100.0	29.0	46.7	20.1	4.2	39.7	N/A	N/A
Disabled	41	100.0	79.5	17.9	2.6	0.0	7.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	267	100.0	36.8	42.3	17.4	3.6	34.8	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	100.0	36.7	42.2	17.5	3.6	35.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	230	100.0	38.5	42.7	16.1	2.8	33.5	Yes	Yes
Full-pay meals	36	100.0	25.7	40.0	25.7	8.6	42.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	267	100.0	44.7	42.7	8.3	4.3	12.6
Gender							
Male	145	100.0	48.5	39.0	9.6	2.9	12.5
Female	122	100.0	40.2	47.0	6.8	6.0	12.8
Racial/Ethnic Group							
White	11	100.0	50.0	40.0	10.0	0.0	10.0
African American	254	100.0	44.4	42.7	8.3	4.6	12.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	226	100.0	37.4	48.1	9.8	4.7	14.5
Disabled	41	100.0	84.6	12.8	0.0	2.6	2.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	267	100.0	44.7	42.7	8.3	4.3	12.6
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	100.0	44.6	42.6	8.4	4.4	12.7
Socio-Economic Status							
Subsidized meals	230	100.0	46.3	41.7	7.8	4.1	11.9
Full-pay meals	36	100.0	34.3	48.6	11.4	5.7	17.1

Social Studies							
All Students	267	99.6	27.0	46.8	18.3	7.9	26.2
Gender							
Male	145	99.3	31.1	39.3	20.7	8.9	29.6
Female	122	100.0	22.2	55.6	15.4	6.8	22.2
Racial/Ethnic Group							
White	11	100.0	40.0	50.0	0.0	10.0	10.0
African American	254	99.6	26.3	47.1	18.8	7.9	26.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	226	99.6	21.1	49.8	20.2	8.9	29.1
Disabled	41	100.0	59.0	30.8	7.7	2.6	10.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	267	99.6	27.0	46.8	18.3	7.9	26.2
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	265	99.6	26.8	47.2	18.0	8.0	26.0
Socio-Economic Status							
Subsidized meals	230	99.6	28.6	47.9	15.7	7.8	23.5
Full-pay meals	36	100.0	17.1	40.0	34.3	8.6	42.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	108	99.1	11.7	29.8	46.8	11.7	58.5
	4	102	100.0	27.4	57.9	14.7	0.0	14.7
	5	98	98.0	31.5	48.3	20.2	0.0	20.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	84	98.8	15.8	35.5	44.7	3.9	48.7
	4	98	100.0	26.3	41.1	30.5	2.1	32.6
	5	85	100.0	43.2	45.7	9.9	1.2	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	108	99.1	14.9	54.3	24.5	6.4	30.9
	4	102	100.0	29.5	52.6	16.8	1.1	17.9
	5	98	99.0	28.9	46.7	18.9	5.6	24.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	84	100.0	23.4	42.9	28.6	5.2	33.8
	4	98	100.0	29.5	50.5	15.8	4.2	20.0
	5	85	100.0	58.0	32.1	8.6	1.2	9.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	108	99.1	24.5	35.1	23.4	17.0	40.4
	4	102	100.0	54.7	34.7	8.4	2.1	10.5
	5	98	99.0	61.1	25.6	6.7	6.7	13.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	84	100.0	40.3	42.9	13.0	3.9	16.9
	4	98	100.0	48.4	37.9	9.5	4.2	13.7
	5	85	100.0	44.4	48.1	2.5	4.9	7.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	108	99.1	11.7	50.0	26.6	11.7	38.3
	4	102	100.0	27.4	58.9	10.5	3.2	13.7
	5	98	99.0	46.7	37.8	11.1	4.4	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	84	100.0	20.8	35.1	23.4	20.8	44.2
	4	98	99.0	27.7	50.0	19.1	3.2	22.3
	5	85	100.0	32.1	54.3	12.3	1.2	13.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 588)				
First graders who attended full-day kindergarten	99.0%	Down from 100.0%	100.0%	100.0%
Retention rate	3.4%	Up from 3.3%	3.9%	2.8%
Attendance rate	97.0%	Up from 96.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.6%	0.0%	0.0%
Eligible for gifted and talented	3.4%	Down from 3.5%	4.1%	10.4%
On academic plans	0.0%	N/AV	47.1%	33.6%
On academic probation	0.0%	N/AV	1.9%	1.0%
With disabilities other than speech	8.9%	Up from 4.8%	7.2%	7.5%
Older than usual for grade	2.2%	Up from 1.8%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 45)				
Teachers with advanced degrees	82.2%	Up from 77.3%	51.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.9%	N/A	4.7%	2.4%
Teachers with emergency or provisional certificates	2.5%	Up from 2.3%	2.3%	0.0%
Teachers returning from previous year	88.7%	Up from 88.3%	84.6%	87.3%
Teacher attendance rate	96.9%	Up from 95.3%	94.6%	94.9%
Average teacher salary	\$44,448	Up 1.4%	\$41,445	\$42,485
Prof. development days/teacher	9.2 days	Up from 6.8 days	14.0 days	13.3 days
School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 15.5 to 1	16.5 to 1	18.6 to 1
Prime instructional time	92.5%	Up from 91.1%	88.5%	89.7%
Dollars spent per pupil*	\$6,386	Up 11.3%	\$7,486	\$6,557
Percent of expenditures for teacher salaries*	66.0%	Down from 66.1%	61.5%	64.0%
Percent of expenditures for instruction*	73.4%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Whittaker Elementary School is a school-wide Title I School with approximately 89 percent of our students receiving free or reduced-price lunch. Our mission is to provide a challenging and stimulating curriculum in a safe and nurturing environment that prepares all students to function successfully in a diverse society. During the 2005-2006 school year, stakeholders worked together to develop the following nine (9) performance goals to accomplish this mission: The percentage of students who score Basic and above on English Language Arts, mathematics, science, and social studies will increase annually; school climate will be maintained satisfactorily; 100% technology integration by all faculty and staff and participation by parents in school activities/events; all administrators, teachers and paraprofessionals will maintain a highly qualified status; and Arts Education programs and experiences will increase. Our major focus for the 2006-2007 school year will be to improve and enhance our students' applications of mathematical skills and concepts.

On the Spring 2005 PACT, our Absolute Rating was Average. Our students performed better overall in ELA. Our school has met the requirements for Adequate Yearly Progress for the past three consecutive years. We made improvements in the use of integrating technology throughout the school with the assistance of a Technology Instructional Facilitator. We are constantly enhancing our Character Education Program and focusing on career awareness for our students. We have three teachers who are National Board certified.

During the 2005/2006 school year, we were awarded the School Improvement Grant by the State Department of Education and we were a semifinalist in the Design by the Book Media Center Makeover Project that was co-sponsored by the State Department and ETV. We are continuing our efforts to become a Red Carpet School and an Exemplary Writing School.

Finally, as we continue to strive to increase student achievement, the involvement of our parents in their children's education is a major concern. We are constantly implementing activities and strategies to motivate parents to become more actively involved. We believe that until this becomes a reality, the future of our students is at-risk. Parent involvement and community participation are keys to our students' success. We welcome your input.

Bettie W. Hicks, Ed. D., Principal
Ronald Green, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	85	83
Percent satisfied with learning environment	97.5%	85.5%	96.3%
Percent satisfied with social and physical environment	95.0%	75.3%	95.1%
Percent satisfied with school-home relations	76.9%	83.3%	95.0%

*Only students at the highest elementary school grade level at this school and their parents were included.